

 linking research to real life.

Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

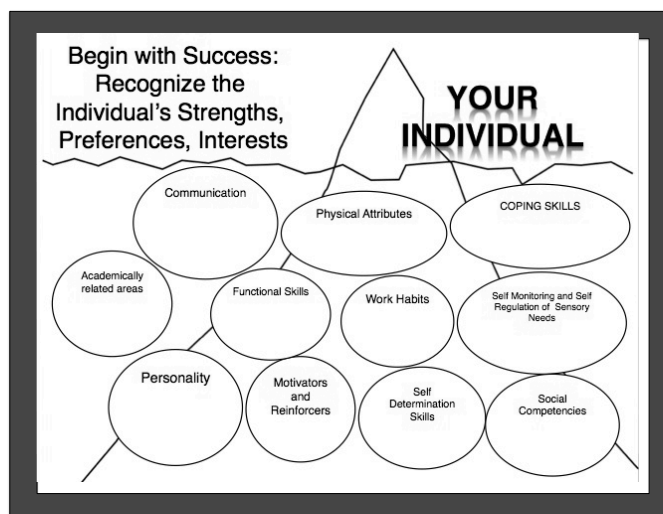
Webcast Series Part Eight: Missing Skills

Chris Filler,
 Program Director Lifespan
 Transitions Center

Wendy Szakacs,
 Regional Consultant


A division of the ESC of Central Ohio

SINCE LAST WEBCAST: YOU COMPLETED FOR YOUR INDIVIDUAL



SINCE LAST WEBCAST: YOU COMPLETED SECTION 3

1 Individual Challenges Related to Behavior
(To Help Identify Antecedents and Consequences)

Learning Challenges and Unmet Skill Development	
Environmental Mismatch and Change	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	
Social, Emotional & Communication Challenges	
Difficult to Motivate & Narrow Interests	

3 Individual Strengths Related to Behavior
(To Help Identify Strategies)

Learning and Skill Development	
Environmental Matches	
Sensory/ Biological Preferences	
Successful Social & Communication	
Motivation & Interests	

2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")

When _____ is faced with the stressors of these setting events _____ and these immediate triggers _____ helps/engages in the identified behavior (above) which results in this type of reinforcing consequence _____

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

- ☐ A Sensory Experience or Physiological Benefit: _____
- ☐ A Desired Object, Person, Activity or Experience: _____
- ☐ An Escape from an Undesirable Task, Activity, Person, etc.: _____
- ☐ A Way to Communicate: _____
- ☐ Other Functions: _____

WHAT'S MISSING?

Behaviors are indications of a missing or needed skill that will address issues identified in Step 3.

What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

O C A L I

Step 4 : Missing Skills

4 WHAT'S MISSING?

Behaviors are indications of a missing or needed skill that will address issues identified in Step 2.

What skills does the student need (that were NOT identified in Step 3) in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

Step 4: Missing Skills

4 WHAT'S MISSING?
Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the student need (that were NOT identified in Step 3) in order to change the behavior of concern?
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

Step **3** “Behaviors” are indications of a missing or needed skill

- Focused on what the individual does well and what motivates the individual
- Used to build a successful plan

Step **2**


- Identified areas where a lack of skill resulted in the person engaging in a challenging behavior

Step **4**

- Identifies which skills are NOT included as current strengths in Step 3 that the individual needs to “build”, develop or use consistently in order to change the behavior of concern
- Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.

O C A L I

1 Individual Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		3 Individual Strengths Related to Behavior (To Help Identify Strategies)	
Learning Challenges and Uneven Skill Development	<input type="checkbox"/> Academics are hard for Molly <input type="checkbox"/> Communication skills	Molly Screams loudly enough to interrupt the teacher's instruction to class	Molly will learn best if she can touch it or when it has a musical component
Environmental Mismatch and Change	<input type="checkbox"/> Very little personal space/Others may touch Molly during circle time <input type="checkbox"/> Has a need to complete her work/play <input type="checkbox"/> Less structured/predictable activities	Structure and Routines! Situations where she has ability to make some choices or decisions highlight her strengths	Learning and Skill Development
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	<input type="checkbox"/> Touch ...even typical touching of peers... is very difficult to tolerate.	Personal space like a chair/table People that move more slowly or predictably Visually organized surroundings	Environmental Matches
Social, Emotional & Communication Challenges	<input type="checkbox"/> Emotionally escalates quickly <input type="checkbox"/> Cannot express calmly/verbally her displeasure <input type="checkbox"/> Unable to cope	Predictable social situations like music games Communicates with short phrases. Understands and makes concrete requests much better than emotional explanations	Sensory/Biological Preferences
Difficult to Motivate & Narrow Interests	<input type="checkbox"/> Academics are poor motivators- Not interested	Music, Hands On Activities, Playground, etc.	Successful Social, & Communication
2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET") When MOLLY... is faced with the stressors of these setting events... Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to communicate... and these immediate triggers... Circle time (which means academics), Being touched and Shelly (in her space) he/she engages in the identified behavior (above) which results in this type of reinforcing consequence... Gets to leave circle time and academics, gets to finish activities, gets personal space... These identified factors result in the behavior serving the following function(s) for the student (1 or more): <input type="checkbox"/> A Sensory Experience or Physiological Benefit: ... PERSONAL SPACE <input type="checkbox"/> A Desired Object, Person, Activity or Experience: ... PREFERRED TABLE ACTIVITIES <input type="checkbox"/> An Escape from an undesirable Task, Activity, Person, etc.: ... TOUCHING, CROWDED SPACES, ACADEMICS <input type="checkbox"/> A Way to Communicate: ... "I NEED TO GO" ... OR "I NEED A BREAK" <input type="checkbox"/> Other Function		4 WHAT'S MISSING? Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern? (Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.) COPING SKILLS for sensory/social/environmental challenges, ADDITIONAL COMMUNICATION SKILLS for 1) expressing emotions and 2) to allow her to "break" or "escape", ACADEMIC SKILLS in some areas, EMOTIONAL SKILLS to help her expand her successful interactions	



Molly Screams loudly enough to interrupt the teacher's instruction to class

2

What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")

When MOLLY is faced with the stressors of these setting events Schedule and routine changes, Unfinished activities and transition away from these activities, Unpredictability, Needing to Communicate and these immediate triggers Circle Time (which means academics), Being Touched and Shelly in her space he/she engages in the identified behavior (above) which results in this type of reinforcing consequence Gets to leave circle time and academics, gets to finish activities, gets personal space. These identified factors result in the behavior serving the following function(s) or benefit(s) for the student (1 or more):

☐ A Sensory Experience or Physiologic Benefit: PERSONAL SPACE

☐ A Desired Object, Person, Activity or Experience: PREFERRED TABLE ACTIVITIES

☐ An Escape from an undesirable Task, Activity, Person, etc.: TOUCHING, CROWDED SPACES, ACADEMICS

☐ A Way to Communicate: "I NEED TO GO" ... OR "I NEED A BREAK"

☐ Other Function

4

WHAT'S MISSING?

Behaviors are indications of a missing or needed skill that will address issues identified in Step 2. What skills does the individual need (that were NOT identified in Step 3) in order to change the behavior of concern?

(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

COPING SKILLS for sensory/social/environmental challenges

ADDITIONAL COMMUNICATION SKILLS for 1) expressing emotions and 2) to allow her to "break" or "escape"

ACADEMIC SKILLS in some areas, **SOCIAL SKILLS** to help her expand her successful interactions

Guiding Questions to Help Identify Needed Skills (Step 4)

Question	"DOES THE INDIVIDUAL NEED TO LEARN..."
Does the behavior occur most frequently in the academic environment?	<ol style="list-style-type: none"> Academic skills? To ask for assistance? To express frustration around the academic tasks?
Does the behavior occur when the individual is primarily in social situations?	<ol style="list-style-type: none"> How to interact with peers in a way that does not disrupt the social interaction? A way to gain attention from peers (or adults) that is acceptable? To "read" the social situation or Hidden Curriculum? Activity skills to be able to participate (such as games in gym, playground or free time activities)?
Does the behavior occur frequently when the individual is overwhelmed ?	<ol style="list-style-type: none"> To identify when he/she is beginning to feel overwhelmed or is escalating? How to regulate his/her emotions as they begin to escalate? Sensory strategies to regulate his/her sensory system? How to acceptably communicate the need to escape or take a break from the situation?
Does the behavior occur as the individual attempts to express ideas or communicate needs?	<ol style="list-style-type: none"> To use a communication system or support? To express emotions or feelings in a way that is acceptable? To make choices? To express needs in a way that is understood by peers and adults?
Does the behavior occur when others attempt to direct, transition or engage the individual?	<ol style="list-style-type: none"> To use and follow organizational supports? To express "no", "not now", "need more time", "I need a break", "I don't understand" or some other message in relation to transition times? To improve engagement the scheduled activities of the day by identifying an interest or motivation within the routines of the class/group?
Does the behavior occur more often when the person is asked to follow directions or required to function within a predetermined routine (example: class schedule)?	<ol style="list-style-type: none"> To follow adult requests even when he / she would rather do something else? To follow a group schedule or agenda even when he/she would rather follow his own routines? Wait without disrupting others? Coping strategies to manage the feelings of frustration or anxiety when having to follow another's requests/schedule? Why it is sometimes important to be part of the group or follow directions of others?
Does the behavior occur frequently when others attempt to assist the individual?	<ol style="list-style-type: none"> Independence in specific activities to decrease the need for frequent assistance? How to help others know the best way to assist him/her? How to cope with others that are offering assistance?

BEFORE NEXT WEBCAST: COMPLETE SECTION 4

1 Individual Challenges Related to Behavior
(To Help Identify Antecedents and Consequences)

Learning Challenges and Unmet Skill Development	
Environmental Mismatch and Change	
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns	
Social, Emotional & Communication Challenges	
Difficult to Motivate & Narrow Interests	

3 Individual Strengths Related to Behavior
(To Help Identify Strategies)

Learning and Skill Development	
Environmental Matches	
Sensory/Biological Preferences	
Successful Social & Communication	
Motivation & Interests	

2 What are the Underlying Contributors to and Function of the Behavior (THE "WHY WORKSHEET")
is linked with the stressors of those setting events.

When _____
and those immediate triggers _____
have the engaged in the identified behavior (above) which results in this type of reinforcing consequence _____

These identified factors result in the behavior serving the following function(s) or benefit(s) for the individual (1 or more):

- A Sensory Experience or Physiological Benefit: _____
- A Desired Object, Person, Activity or Experience: _____
- An Escape from an Undesirable Task, Activity, Person, etc.: _____
- A Way to Communicate: _____
- Other Functions: _____

4 WHAT'S MISSING?
Behaviors are indications of a missing or needed skill that will address issues identified in Step 3.

What skills does the individual need that were NOT identified in Step 3?
in order to change the behavior of concern?
(Example: Social, Communication, Academic, Coping, Emotional Regulation, Self Help, etc.)

OCALI



linking research
to real life.

OCALI

A division of the ESC of Central Ohio